

# **Human Sciences Department Promotion and Tenure Policy and Procedure Outline**

Recommended Revisions 2/11/08, 2/18/08, 2/25/08, 3/10/08, 3/17/08, 4/11/08

## **Purpose**

The purpose of the committee is to review and evaluate candidates for promotion and/or tenure and to make recommendations on promotion and tenure to the Dean of the College of Education and Behavioral Sciences.

## **Composition, Structure and Procedures**

1. Promotion and Tenure Committee is a single committee for promotion and tenure, as the size of the Human Sciences Department does not warrant two committees.
2. Promotion and Tenure Committee:
  - a. The Human Sciences Promotion and Tenure committee consists of five members, one member from each of the diverse program areas, with all members having equal voting rights.
  - b. The election ballot will be structured to allow faculty to vote for one representative from those eligible in each of the five major HSC areas: Interior Design, Family and Consumer Studies (includes Child Development and Family Studies and Family/Consumer Sciences Education); Textiles, Merchandising and Design includes Apparel Design and Fashion Merchandising); Nutrition and Food Science; and Early Childhood Education. In the event of a tie, the Human Sciences faculty will vote in a “run-off” election.
  - c. Eligibility for committee membership is defined as tenured faculty member holding rank of assistant professor or above.
  - d. In the event that an area has no qualified faculty for the Promotion and Tenure Committee, a total of five eligible members will be elected. The non-represented major area will recommend an ad-hoc, non-voting representative to serve on the committee in an advisory capacity in the event that someone from that area is applying for promotion and/or tenure.
  - e. The committee chairperson will be elected by the current committee members.
  - f. The committee chair from the previous academic year, if not re-elected to the committee, will serve on the committee in an advisory non-voting capacity for an additional academic year.
  - g. A quorum is considered as three of the five voting committee members.
3. Procedures and Timeline:

- a. Ballots will be cast at the first fall departmental faculty meeting in order to elect the Promotion and Tenure committee.
- b. Department chairperson will convene the first meeting of the Promotion and Tenure committee within the first two weeks of fall semester, and meet with the committee to review the committee's charge.
- c. Each year, the Office of the Executive Vice President and Provost issues a calendar for the completion of each stage of the tenure and promotion review process. Meeting dates for the departmental Promotion and Tenure committee and due dates for the candidates' outline of faculty data and support materials are scheduled in recognition of deadlines specified in the university calendar.
- d. All non-tenured, tenure track faculty will be required to submit the outline of faculty data on or before the first Friday after spring break.
- e. Classroom teaching of all candidates for promotion and tenure will be evaluated by each committee member, during the Fall semester of application. Classroom teaching of all pre-tenure faculty will be evaluated annually during the Spring semester. A minimum of two committee members, to include the committee representative from the faculty member's program area, will observe classroom teaching.
- f. Prior to the end of the spring semester, the committee will meet to review the outline of faculty data and support materials as well as classroom observations of pre-tenure faculty. Written and verbal feedback will be provided to the faculty member, with a copy of the written feedback given to the department chairperson (annual evaluations will follow MTSU Policy II:01:05A, Part III,B,1b).
- g. Pre-tenure review policy will follow the MTSU Tenure Policy II:01:05A, Part III,B,1c.

### **Promotion and Tenure Review**

1. The Promotion and Tenure Review committee will use performance criteria as outlined in MTSU Policy II:01:05A, Part IV and MTSU Policy II:01:05B, Part III and IV.
2. As per MTSU Policy II:01:05A, Part III C1,d and II:01:05B, Part III C2, the terminal degree will be defined for each program area, as follows:
  - a. Early Childhood Education  
*PhD or EdD in academic discipline or related area*
  - b. Family and Consumer Studies  
  
Child Development, Family Studies Concentration  
*PhD or EdD in academic discipline or related area*  
  
Family and Consumer Sciences Education Concentration  
*PhD or EdD in the academic discipline*

- c. Interior Design  
*PhD or EdD in academic discipline or related area; MFA or MArch in interior design or related area*
- d. Nutrition and Food Science  
*PhD or EdD in academic discipline or related area*
- e. Textiles, Merchandising and Design  
*PhD, EdD or MFA in academic discipline or related area*

### 3. Teaching

- a. Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.
- b. Performance Criteria. All faculty members are expected to demonstrate high quality performance in teaching. Although academic units of the university may assign varying degrees of significance to individual criteria, all faculty members will be evaluated with respect to each of the following criteria for teaching.

- 1) Performance in teaching of students as evaluated by students and peers;

*Specific criteria of the HSC department for student evaluations are based on the university instrument. These data should not comprise the only basis for faculty's teaching effectiveness; student evaluations should be interpreted based on the type and size of class, physical class space and technology available and with regard to other supporting evidence such as syllabi, course outline, assignments, use of instructional technology and best teaching practices such as interactive learning modules, experiential learning activities, etc. Evaluation by peers will reflect positive teaching practices in the majority of responses on the 'Observation of HSC Faculty Classroom Skills' instrument..*

- 2) Performance in the advisement and mentoring of students;

*Criteria used to evaluate performance may include faculty documentation of advising and/or student evaluations.*

- 3) Improvement of their own courses and also the curricular offerings of the department, college, and university;

- 4) Effectiveness in teaching methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies);

*Examples of these include outside resources such as films, speakers, jury member, (professionals from the area, Internet, library; written assignments*

*such term papers, reports, specialized projects; teaching techniques such as small group discussion, interactive sessions, use of technology (distance learning, hybrid courses, etc.) field trips, and demonstrations; and experiential learning opportunities.*

- 5) Supervision of specialized instructional activities which may include: student research/scholarship/creative activity, thesis and dissertation direction, experiential learning, service learning, internships, co-op experiences, student teaching, etc.;
- 6) Honors received and recognition for teaching;
- 7) Currency and continued intellectual development in the field of specialization;

Examples of continued development include maintaining professional credentials and professional development requirements and utilizing information gained from conferences, seminars, and professional journals..

- 8) Seeking internal and external funding for instructional activities. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding;
- 9) Contributions to teaching.

For example, textbooks, articles, workshops, presentations, instructional technology resources, etc. could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.

#### c. Documentation

- 1) Supporting materials as described in IV:B above will, at a minimum, include a statement of teaching philosophy; course materials; evidence of student projects and other forms of student mentorship; and evidence of evaluation by faculty peers.
- 2) Student evaluations for each course section evaluated since initial appointment or most recent promotion will be added to the candidate's supporting materials by the department chairperson.
- 3) Other supporting material may include, but will not be limited to grant proposals, additional student input, results of alumni surveys and/or student exit interviews, textbooks or educational articles, and innovative contributions to teaching, if published or presented in a peer-reviewed forum.

#### 4. Research/Scholarship/Creative Activity

- a. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for promotion must present evidence of their research, scholarship and/or creative activity when they apply for promotion. Research/scholarship/creative activity applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge.

Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., film-making, performances, design projects and/or installations, displays and gallery exhibits, or other artistic creations), and the development of innovative teaching approaches.

- b. Performance Criteria. Although academic units of the university may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:
- 1) Thorough and systematic study of the research, scholarship, and/or creative activity of others;
  - 2) Direct participation in research, scholarship, and/or creative activity. Faculty collaboration with undergraduate and/or graduate students may be included here; and
  - 3) Seeking internal and external funding for research, scholarship, and/or creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.

Evidence of applications seeking internal and external funding for service/outreach activities; funded grants from Middle Tennessee State University, public agencies, or private foundations; submitted proposals for external funding by public agencies or private foundations. The quality of the grant proposals, whether funded or unfunded, will be stressed in the evaluation.

c. Documentation

- 1) The Outline of Faculty Data and supporting materials as described in IV:B above must include evidence of peer-review of some elements of the candidate's research/scholarship/creative activity.
- 2) Other supporting materials may include, but will not be limited to the following:
  - a) Publications (articles, monographs, books, electronic media, and other published works). Publications that are subject to a formal review process by recognized scholars in the field are considered more significant than those subject to less rigorous examination;
  - b) Written reviews and evaluations of performances, compositions, and other creative activities by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;
  - c) Published programs or reviews of public performance or public display will constitute documentation of original creative work;
  - d) Presentations (juried, peer-reviewed, and/or invited) before one's professional peers at regional, national, or international meetings/conferences;

- e) Appropriate textbooks, educational articles, and/or instructional technology resources and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute “scholarship of teaching.” The scholarship of teaching is a valid measure of research capability;
- f) Funded internal grants from the university or external grants from public or private sources;
- g) Unfunded proposals for internal and external grants, where the documentation supports the quality of the proposal; and
- h) Examples of non-juried and private sector or not-for-profit design projects including interior environments/spaces, apparel/product design, displays and gallery shows (copies of programs, agendas, proceedings, brochures, drawings, models, prototypes, photographs, published articles and reviews, letters of acceptance and commendations.)
- i) Regional, national, or international competitions, presentations, or publications as an accepted participant, invited judge, discussant, peer reviewer, or editorial board member..

## 5. Service/Outreach

- a. Overview. As a vital component of the university’s mission, service/outreach must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service/Outreach encompasses a faculty member’s activities in three areas:
  - 1) Public service refers to the university’s outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Public service primarily involves sharing professional expertise and should directly support the goals and mission of the university.
  - 2) University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or university level. A certain amount of such service is expected of every faculty member. University service includes, but is not limited to, participation on department, college and university committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, membership on a university search committee, and/or creative projects/service provided to a university entity.
  - 3) Professional service refers to the work done for organizations germane to one’s discipline or to the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, journal editorships or editorial board, articles, textbook and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance;

examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.

b. Performance Criteria. Participation in university service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service/outreach will be based on an appraisal of the candidate's performance, resourcefulness, and creativity in each of the three areas defined above: public service, university service, and professional service. Evaluation will be based on the following criteria, with the academic unit of the university to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include: community service programs; public service consultation; university, committee and administrative responsibilities; and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.

c. Documentation

1) The Outline of Faculty Data and supporting materials as described in IVB above must include evidence of peer-review of some elements of the candidate's service/outreach.

2) Other supporting materials may include, but will not be limited to the following:

a) A description of the candidate's service/outreach that permits evaluation of performance. This should include a statement of the mission or purpose of the activities, and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.

b) An evaluation of the candidate's effectiveness, as judged by his or her impact on individuals, groups, or organizations served. This should include indices of the success of his or her service/outreach, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. The evaluations should also include indications of satisfaction with the service/outreach provided by the candidate, and of the magnitude and complexity of his or her work (as opposed to perfunctory activity that does not lead to useful results).

Evidence may include but are not limited to..letters of appreciation and/or commendation, certificates of merit, photographic or visual documentation, and media coverage

c) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for service/outreach faculty whose activities are primarily directed to groups within the state, the faculty member should take advantage of every opportunity to project his or her accomplishments among peers on a local, regional, and national basis. Service/outreach work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. Certain aspects of service work may be suitable for publication in professional journals. For example, unique

techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other service/outreach programs across the nation. In addition, service work may result in media coverage or presentations at professional or public meetings, conferences, seminars, workshops, and related activities.

## **Consideration for Promotion**

### **1. Promotion to Associate Professor**

- a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area. (Refer to Promotion and Tenure Review 2.)
- b. Five (5) years of full-time collegiate experience in the academic discipline or related area as an assistant professor.
- c. Evidence of high quality professional performance in teaching. (Refer to 3. Teaching c.1.)
- d. Evidence of continuing direct participation in research/scholarship/creative activity and in service/outreach; (Refer to 4. Research/Scholarship/Creative Activity c.2.a)
- e. Evidence of high quality professional productivity in either research/scholarship/creative activity or service/outreach and quality professional productivity in the other area.
- f. Evidence of thorough and systematic study of the research/scholarship/creative activity of others.
- g. Evidence of good character, mature attitude, and professional integrity as assessed by the departmental collegiality survey.

### **2. Promotion to Professor**

Since there is no higher rank, promotion to professor will be considered with great care and requires a level of superior achievement within the discipline with every expectation of continuing contribution to the university and larger academic community.

- a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area. (Refer to Promotion and Tenure Review 2.)
- b. Ten (10) years full-time collegiate experience in the academic discipline or related area.
- c. Five (5) years of full-time collegiate experience in the academic discipline or related area as an associate professor.
- d. Evidence of sustained excellence in teaching. (Refer to 3. Teaching c.1.)
- e. Evidence of sustained high quality professional productivity in both research/scholarship/creative activity and service/outreach. In one of these categories, the candidate will demonstrate a level of excellence in the academic discipline that is

recognized at the national level. (Refer to 4. Research/Scholarship/Creative Activity c. 2. a)

“National” is defined by the Department of Human Sciences as reaching professional and public audiences beyond the state and regional levels. It may include one or more, but not limited to the following examples: publications in national and/or international journals; presentations at national and/or international conferences, seminars, meetings, or workshops; exhibits, installations, competitions, invited and/or key note presentations at the national/international levels; and participation in media events with a national international audience.

f. Evidence of thorough and systematic study of the research/scholarship/creative activity of others.

g. Evidence of good character, mature attitude, and professional integrity as assessed by the departmental collegiality survey.